



TEACHER OBSERVATION AND PRACTICE:

A COMPONENT OF THE ACT 82 PA EDUCATOR EFFECTIVENESS SYSTEM

PENN CAMBRIA SCHOOL DISTRICT 2013-2014 SCHOOL YEAR

INTRODUCTION:

The assessment and evaluation process for all Penn Cambria School District teachers is based on the belief that evaluation is a positive experience for encouraging professional growth and an essential element in improving instruction.

The process:

- Offers professional growth and reflection opportunities for all teachers
- Provides support for teachers and administrators
- Recognizes teacher performance that meets guidelines/expectations
- Gives special assistance to teachers in need of improvement
- Identifies teachers not meeting guidelines/expectations

Beginning with the 2013-2014 school year, the evaluation of the effectiveness of professional and temporary professional employees with instructional certificates who provide direct instruction to students shall be based on the following:

- 1) **Classroom observations and practice models** that are related to student achievement. The *Danielson Framework* shall be used as the basis of this evaluation.
- 2) **Student performance**, based on multiple measures of student achievement.

This document provides information about the evaluation process that will be used to measure the Teacher Observation and Practice component of the Act 82 PA Educator Effectiveness System. For more information about the complete Educator Effectiveness System, please refer to Act 82 of 2012 or the Educator Effectiveness Administrative Manual published by PDE.

DANIELSON FRAMEWORK DOMAINS:

- 1) Planning and Preparation
- 2) Classroom Environment
- 3) Instruction
- 4) Professional Responsibilities

RATING SCALE:

As required by Act 82, Penn Cambria must provide a rating score in each domain using a zero-to-three point scale as noted below.

Performance Rating	Value
Distinguished	3
Proficient	2
Needs Improvement	1
Failing	0

EVIDENCE

The rating score for each domain is based on the SUM of evidence collected. Evidence might include, but is not limited to, any combination of the following items:

- Classroom observations (announced, unannounced, clinical, walkthroughs, formal, informal, etc)
- Lesson and/or unit plans, teacher resource documents, materials, student assignment sheets, student work, assessments, instructional resources, student records, grade-books, progress reports, etc.
- Documented interactions with families, parents, school, and community
- Professional development and growth artifacts
- Use of teaching and learning reflections

Evidence (including observation data) may be collected by the administrator completing the final evaluation or by other administrators of the Penn Cambria School District. In addition, teachers may supply evidence of his/her performance specifically related to the four domains (ex: portfolio) to be used in the final evaluation process.

EXAMPLES OF TYPES OF OBSERVATIONS

FORMAL/CLINICAL OBSERVATION PROCESS

- At administrator request, teacher submits lesson plans and/or pre-observation question sheet.
- Administrator reviews and then teacher and administrator meet for Pre-Observation Conference to review, discuss, reflect, and clarify.
- Administrator conducts a full class period observation to collect evidence related to Danielson Framework domains.
- Evidence is shared with teacher and teacher does a self-assessment using the evidence and the Danielson Framework domains.
- Administrator completes an assessment using the evidence and the Danielson Framework domains.
- Teacher and administrator meet for Post-Observation Conference to compare assessments, discuss, reflect, and complete the final rubric assessment and any summary documents. The teacher may bring additional evidence regarding the lesson to add to the evidence collected during the observation.

UNANNOUNCED OBSERVATIONS

- This is essentially the same style of observation being conducted during the last several years.
- Administrator conducts an observation of a lesson/class, collects evidence related to the Danielson Framework domains, shares evidence and assessment of evidence/lesson/class to teacher. A sample of an unannounced observation form is included in the Appendix.
- Teacher and administrator collaboratively review the observation documents.

WALKTHROUGHS

- Unannounced classroom visit of at least 10 minutes. Walkthroughs generally last 10-15 minutes, but may be longer.
- Administrator provides written feedback / evidence to the teacher.
- A walkthrough can focus on just 1 domain or on multiple domains. Samples of walkthrough forms are included in the Appendix.

DIFFERENTIATED SUPERVISION

Differentiated Supervision recognizes the level of experience, the effectiveness, and professionalism of teachers as well as the intensity and time commitment to Formal/Clinical Observations.

- ALL professional employees must receive an annual rating in relation to each domain as per Act 82.
- The supervision process is designed to focus on improving the quality of instruction. Therefore, the administration ***reserves the right to move professional employees to different cycles as appropriate at any time.***
- The chart below represents the **MINIMUM observation data** that will be collected for a professional employee on that cycle. Additional observations may be conducted at any time on any cycle.

<u>Instructional I Teacher Cycle</u> All teachers with Instructional I certification	<u>Cycle A</u> Instructional II teachers assigned to this cycle at least once every three years	<u>Cycle B</u> Instructional II teachers assigned to this cycle when not assigned to another cycle (generally two out of every three years)	<u>Intensive Supervision</u> Teachers who receive an overall performance rating of Needs Improvement or Failing operating under a Performance Improvement Plan. This cycle may also be used to provide extra support and assistance to teachers facing difficulty in specific domains.
Two (2) Formal/Clinicals One (1) Unannounced Three (3) Walkthroughs Instructional I teachers evaluated twice per year using PDE Act 82 Evaluation Form Teacher <u>must</u> submit additional Domain evidence and artifacts (i.e. portfolio) twice per year before each evaluation.	One (1) Formal Clinical One (1) Walkthrough Teacher evaluated once per year using PDE Act 82 Evaluation Form. Teacher <u>may</u> provide evidence and artifacts related to specific domains to administrator prior to evaluation (i.e. portfolio)	One (1) Unannounced and/or Formal Clinical One (1) Walkthrough Teacher evaluated once per year using PDE Act 82 Evaluation Form. Teacher <u>may</u> provide evidence and artifacts related to specific domains to administrator prior to evaluation (i.e. portfolio)	Two (2) Formal/Clinicals One (1) Unannounced One(1) Walkthroughs **At least one of the above will be conducted by second administrator to provide additional support/feedback Teacher evaluated once per year using PDE Act 82 Evaluation Form or at frequency prescribed in improvement planning. Teacher <u>must</u> submit additional Domain evidence and artifacts (ie. portfolio) before each evaluation.

TEACHER PROVIDED EVIDENCE

Portfolios and post-observation conferences provide teachers with an opportunity to share additional evidence with the evaluator. There is much that occurs related to the Danielson Framework domains that may not be observed during the observation process described above. This is often especially true in relation to Domain # 1 Planning and Preparation and Domain #4 Professionalism.

Portfolios provide a vehicle by which teachers can provide evidence specifically related to components of the four domains for evaluators. There is not a specific number of artifacts required in each domain. More is not necessarily better. Instead, consider the following when preparing to submit evidence via a portfolio...

To what domain(s) and to what specific component(s) of the domains does this artifact or piece of evidence relate?

Evidence of your reflection upon an artifact is important. If it isn't readily evident why or how an artifact relates to a specific domain component, you should add reflective comments to that artifact to explain why it is included.

Portfolios are required for teachers in the New Teacher and Intensive Supervision Cycle. Portfolios will be requested/reviewed in the weeks before an evaluation is scheduled. Portfolio evidence may also be shared and discussed during post-observation conferences. Any evidence submitted should be organized by domain and marked with Domain(s) and Component(s) to which the evidence/artifact relates.

Teachers in Cycle A and Cycle B are not required to submit a formal portfolio, but they may provide portfolio evidence for any/all of the Danielson Framework domains in the weeks before an evaluation is scheduled (generally at the end of the year). Any evidence submitted should be organized by domain and marked with Domain(s) and Component(s) to which the evidence/artifact relates. Administrators will provide a deadline for submission of any portfolio evidence prior to evaluations.

Possible Example: After attending a meeting last year focused on text-dependent questions, Mrs. Doe has been working all year to use more text-dependent questions and to improve engagement and participation during classroom discussions. When her principal comes in to observe, it happens to be during lessons when text-dependent questions are not planned. She puts a copy of an article used in a lesson for which she developed text-dependent questions with her handwritten text dependent questions in her portfolio along with a Post-It note with reflections about her work on this skill this year. She marks the top of the paper with "1e" and "3b" since she feels this shows both her ability to design coherent instruction based on her objective (1e) and her work to improve questioning and discussion techniques (3b). She puts it in either Domain 1 or Domain 3 in her portfolio to show to her evaluator.